

# **MAINE OPERATIONAL PROCEDURES FOR THE NEW ENGLAND COMMON ASSESSMENT PROGRAM (NECAP) GRADES 3 - 8**

**OCTOBER 2013 ADMINISTRATION**

This document is intended for use in conjunction with “*NECAP Accommodations Guide*,” and both the “*NECAP Principal/Test Coordinator Manual*” and the “*NECAP Test Administrator Manual*.” These documents will be available prior to testing on the Maine Department of Education (MDOE) web page at <http://www.maine.gov/education/necap/admininfo.html>.

## **Maine Department of Education Contact Information for questions concerning:**

**NECAP and Accommodations:** Susan Fossett, 207-624-6775 or [susan.fossett@maine.gov](mailto:susan.fossett@maine.gov)

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## **1. ENROLLMENT ISSUES**

All students enrolled in Maine public schools, including Maine's public Charter Schools, or in a private school approved for tuition that enrolls at least 60% publically funded students are required to participate in the NECAP. NECAP reports are based on student enrollments in Infinite Campus State Edition (ICSE). Schools are responsible for regularly updating individual student enrollment information in Infinite Campus to ensure that NECAP and Accountability reports reflect accurate information.

The official student data of record, except for accommodations, will be supplied by ICSE for all NECAP/alternate assessment reports and accountability determinations. **It is essential that schools keep their ICSE data current.** To ensure additional accurate student labels for use on the NECAP answer booklets, schools must update and verify student enrollment by end of day on **September 26, 2013** by reviewing the "NECAP Label Roster" (ICSE/ME State Reporting/Assessment Reports).

Students who move during the NECAP testing window must be exited from the enrollment of the former school on the last date of attendance and enrolled in Infinite Campus by the new attending school immediately. It is recommended that each school maintains either an optional Enrollment Update Report provided with the NECAP Test Coordinator Manual or other documentation on students who move in or out of the school during testing for school records.

### **1.1 Public Schools**

Each student attending a school in Maine who is publicly funded must be enrolled in ICSE with a "Primary Enrollment".

- **Students who move** out of a school must be exited from the enrollment of the former school as of the last date of attendance. If a written request for records has not been received, the student should be considered truant. Students who move into a school must be enrolled in ICSE by the new attending school immediately.
- **Expelled students** are no longer considered to be part of a school's official enrollment. These students must be exited from ICSE, with expulsion as the exit type. Expelled students receiving special education services should be enrolled in ICSE with an enrollment type of "N. Special Ed Services".
- **Suspended students** are considered to be part of a school's official enrollment.
- **Habitually truant students** are those students who have completed grade 6 and have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or are at least 7 years of age and have not completed grade 6 and have the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year. These students remain enrolled at their school and their truancy status on the Infinite Campus Truancy tab should be updated as the school follows the protocol for habitually truant students.

For assessment and accountability purposes only, a habitually truant student is considered one for whom the superintendent has completed an "Official Parent Notification" according to MRSA 20-A 5051-A (2) (C), and delivered the notification in hand or by registered mail to the parent(s)/guardian of the truant student and the student is coded on the Infinite Campus Truancy tab as "1C".

- **Students** who have been adjudicated and are **committed to a Youth Development Center** are enrolled in the educational program provided at that site.

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These students must be exited from the enrollment of the former school and enrolled in ICSE by the new school immediately.

- **Students detained by law enforcement** during the NECAP testing window are enrolled at the public school they normally attend. They will be considered for Special Considerations (See section 2.16, below).

**1.2 Public Program in Resident SAU**

Students who are attending a program in their resident School Administrative Unit (SAU) that is located in a school other than their resident school should be enrolled in their resident school.

**1.3 Public Program in Non-Resident SAU**

Students who are publicly tuitioned to an in-state public program (e.g., regional special education day treatment, alternative education, etc.) in another SAU should be enrolled in their resident school in their resident school administrative unit.

**1.4 Private Special Purpose School (approved by MDOE)**

Each student enrolled in a public school who is tuitioned by an SAU to an MDOE-approved in-state private special purpose school will have a primary enrollment with the resident SAU in ICSE and must have a partial enrollment in the private special purpose school.

**1.5 Private Non-Special Education School (approved by MDOE)**

Students who are publicly tuitioned to a private non-special education school are enrolled in the private school in ICSE.

**1.6 Residential Treatment Centers as defined in Title 20-A § 1 (24\_A) (D) (3)**

Students who live at a Residential Treatment Center 100% of the time and are State Agency Clients and receive 100% of their education at the same Residential Center where they live will be enrolled by the MDOE Special Services Team ([denise.towers@maine.gov](mailto:denise.towers@maine.gov)) in the MDOE School as primary enrollments. The Residential Treatment Center will then enroll the students as partial enrollments, completing the Resident Town and Resident SAU fields with "Maine Department of Education".

**1.7 Out-of-State Schools/Programs**

Students who were enrolled in a Maine public school, but are receiving their educational program outside the state of Maine during the NECAP testing window, should be exited from the Maine school and enrolled in "Non-Maine SAU" for the period they are gone. Resident school units should contact the MEDMS Help Desk to enroll the student in the "Non-Maine SAU" and to reenroll the student in the Maine school when they return.

## 2.0 NECAP PARTICIPATION ISSUES

All students who are publicly funded and enrolled in Maine public schools (including those private schools whose enrollment consist of at least 60% publicly funded students) shall participate in the NECAP test in grades 3, 4, 5, 6, 7, and 8, except for those who meet the criteria for Special Considerations (see section 2.16, below). This includes students designated as state wards, state agency clients, or homeless. Participation can be through standard administration of the NECAP, through administration with accommodations, and/or through alternate assessment in grades 2-7. Schools should ensure that all ICSE enrollment information is accurate for all students by reviewing the "NECAP Label Roster" (ICSE/ME State Reporting/Assessment Reports). They may want to maintain a separate list of students enrolled and their subgroup designations (e.g., EL, SPED, etc.) during the NECAP administration for their files.

### 2.1 Students Attending Public Schools

Each publicly funded student enrolled in a Maine public school shall participate in the NECAP test except for those who meet the criteria for Special Considerations (See section 2.16 below). Students enrolled in Maine public schools who are not publicly funded **may** participate in the NECAP at no cost.

**Accountability Implications:** A student enrolled continuously in a Maine public school from 10/1/12 through the end of the teaching year is considered to be enrolled for a full academic teaching year. The test data for this student are counted for **participation** and for **performance** for accountability purposes.

A student not enrolled continuously from 10/1/12 through the end of the teaching year does not meet the Full Academic Year (FAY) definition. The test data for this student are counted for **participation**, but not for **performance**.

### 2.2 Students Attending Public Programs in Resident SAU

Each student attending a program in the resident SAU that is not located in the resident school shall participate in the NECAP through the appropriate avenue using testing materials provided by the resident school and returned to the resident school for mailing. Materials should be handled in a secure manner.

**Accountability Implications:** The student's scores will be counted as part of accountability data for the resident school and resident SAU **participation** rates. If the student meets the requirement for FAY, the student's scores also count for **performance** in the resident school and SAU.

### 2.3 Students Attending Public Programs in Non-Resident SAU

Students who are attending a public program (e.g., regional special education day treatment, alternative education, etc.) in a non-resident SAU through financial arrangements other than tuition must participate in the NECAP through the appropriate avenue using testing materials provided by the resident school and returned to the resident school for mailing. Materials should be handled in a secure manner.

**Accountability Implications:** The student's scores will be counted as part of accountability data for the resident school and resident SAU **participation** rates. If the student meets the requirement for FAY, the student's scores also count for **performance** in the resident school and SAU.

## **2.4 Students Attending Private Special Purpose Schools/Residential Treatment Centers (approved by MDOE)**

Students who are attending a private special purpose school/residential treatment center must participate in the NECAP through the appropriate avenue in the school they are attending. Materials for the NECAP and Personalized Alternate Assessment Portfolios (PAAPs) are shipped directly to private special purpose schools/residential treatment centers. The student's results will be included with the results for the resident SAU.

**Accountability Implications:** The student's scores are counted as part of the resident SAU accountability **participation** rate. If the student meets the requirement for FAY, the student's scores also count for **performance** in the resident SAU.

## **2.5 Students Attending Out-of-State Schools/Programs**

Students receiving their educational program outside the state of Maine during the testing window should be correctly enrolled in ICSE and will not participate in the assessment. These students should also be documented on the optional Enrollment Update Report provided with the NECAP Test Coordinator Manual or in some other format.

**Accountability Implications:** These students will not be counted as part of accountability data.

## **2.6 Students who Reside Out-of-State and are enrolled in Maine Public Schools**

Out-of-state residents who are tuitioned to a Maine public school **may** participate in the NECAP at no cost. Their scores will appear in school and SAU assessment reports.

**Accountability Implications:** These students will not be counted as part of accountability data.

## **2.7 Students who have been Retained**

A student who has been retained at a grade level **must** participate again at that grade level.

**Accountability Implications:** The retained student's scores will be counted for **participation and performance** in the current year.

## **2.8 Students who Move During the Three-Week NECAP Testing Window (Non-Alternate Assessment Participants)**

It is the school's responsibility to immediately update ICSE when a student moves. It is recommended that the school maintain, for their own records, either an optional Enrollment Update Report provided with the NECAP Test Coordinator Manual or other documentation on students who move in or out of the school during testing. The two schools should attempt to coordinate the completion of testing for the student. A student's score is based on the items s/he has answered/submitted and may reflect an inaccurate score if the student moved during a content area test. Should this occur, it will be necessary for the school to appeal the participation and/or performance finding during the data review phase of the accountability process if the finding could impact a school's accountability status. Scores will be reported to the school where the student is either enrolled as of October 1<sup>st</sup> or the school from which the test was submitted.

### **2.8.1 From a Maine Public School**

A student who moves out of a Maine public school during the testing window must take any content area tests of the NECAP that are administered in that school before the date of the move. The student's testing materials must be returned by the school with other used materials at the end of testing, with the "Blank Reason" box on page 2

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of the Student Answer Booklet completed. If a student moves prior to administration of testing, the school should update ICSE, destroy the student's testing label, and return all unused materials.

***Accountability Implications for an out-of-SAU move:*** The student's scores will not count for participation or performance at the school where the child is no longer enrolled.

### **2.8.2 Into a Maine Public School**

A student who enrolls in a Maine public school during the testing window must take any content area tests of the NECAP that are scheduled to be administered in the new attending school on and after the date of enrollment. (**NOTE:** Students should not retake any test session if it has been confirmed with the previous school that the student already participated in those sessions.) The "Blank Reason" box on page 2 of the Student Answer Booklet should be completed. If the school has completed testing before the student enrolls, the school does not have to administer make-up sessions to the student.

***Accountability Implications for an out-of-SAU move:*** The student's scores will count for **participation only** at the new attending school and SAU since FAY requirements were not met.

***Accountability Implications for an in-SAU move:*** The student's scores will count for **participation only** at the new attending school since FAY requirements were not met. Student scores will count for both **participation** and **performance** at the SAU level.

**2.9 Students Participating in Alternate Assessment Who Move** Maine's alternate assessment is the Personalized Alternate Assessment Portfolio (PAAP). Only those students with a special education designation who have a severe cognitive disability may participate. While it serves as the avenue of participation in the NECAP for some students, the formats of the two assessments differ significantly. Because the PAAP is a portfolio compiled over five months of a school year, the operational procedures for the NECAP and the PAAP must also differ.

#### **2.9.1 Into a Maine Public School on or prior to March 1st**

When a student who is participating in alternate assessment moves into a Maine public school **on or prior to** March 1st, the PAAP must be completed. Any PAAP work completed to date should be sent to the receiving school for incorporation into the final portfolio.

***Accountability Implications:*** The student's scores will count at the new attending school for **participation only** unless the schools are in the same SAU. In that case, student scores will count for both **participation** and **performance** at the SAU level.

#### **2.9.2 Into a Maine Public School after March 1st**

When a student who is participating in alternate assessment through the PAAP moves into a Maine public school **after** March 1st, the PAAP work completed before the moving date shall be submitted by the original school for scoring. The receiving school does not need to administer a new PAAP. For out-of-state arrivals, no assessment is required.

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**Accountability Implications:** The student's scores will count at the original school for **participation only** unless the schools are both in the same SAU. In that case, student scores will count for both **participation** and **performance** at the SAU level. There is no impact for the new attending school. Students arriving from out of state will have no impact.

## **2.10 Students who are English Learners (ELs)**

All ELs who were enrolled in a United States school for the first time prior to October 1, 2012 are required to participate in all content area tests of the NECAP. Please see the "NECAP Accommodations Guide" for allowable accommodations.

**Accountability Implications:** The student's scores count for accountability **participation** and **performance** provided the student met FAY requirements for performance.

### **2.10.1 Recently Arrived EL Students**

A recently arrived EL is an EL who was enrolled in a school in the United States for the first time on or after October 1, 2012, as indicated in the appropriate field in ICSE "Date Entered US School". School enrollment on or after this date is the criterion used to make the determination for the type of required participation in the 2013 NECAP administration as set forth below.

Recently arrived EL students must participate in the mathematics content area sessions of the NECAP through standard administration or through administration with accommodations. All test responses must be in English.

**Accountability Implications:** The student's score in the mathematics content area tests will count for **participation**, not **performance**.

Recently arrived EL students are NOT required to participate in the reading and/or writing tests for their first year of enrollment only. They may participate in the reading and/or writing content area tests.

**Accountability Implications:** If the NECAP reading content area test is taken voluntarily, the student's score in reading will not count for accountability performance. An English language proficiency test must be administered to these students and will count for participation in reading for accountability purposes (See section 2.10.2, below).

### **2.10.2 English Language Proficiency Testing**

All K-12 ELs in Maine, including recently arrived ELs, must be assessed for English language proficiency by participating in the WIDA ACCESS for ELLs® during the testing window of **December 2, 2013 to January 31, 2014**. English learners who enroll after the testing window has closed must be assessed with either the WIDA W-APT™ or WIDA MODEL™ and the following information must be faxed to the MDOE (207-624-6771) or sent electronically prior to October 23, 2013: Student Name, State ID, Grade, School, WIDA W-APT™ or WIDA MODEL™ Composite Score, and Date Administered. The score reports should be kept on file.

**Accountability Implications:** Participation in one of the English language proficiency tests (above) counts as **participation** in reading for the first year of enrollment in a US school only.



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**2.11 Students Not Present During Testing**

All students enrolled in grades 3-8 in a Maine public school must take part in the NECAP. Students not present for testing, including those on scheduled vacations, will be considered to be non-participants, except for those students described in sections 1.1 (detained by law enforcement), 1.6 (students enrolled in an out of state school/program) and 2.16 (students with Special Considerations approved by MDOE).

**Accountability Implications:** Students not present during any content area test count as **non-participants** (DNP-Did Not Participate) for accountability, except for the students described above.

**2.12 Students who are Habitually Truant**

Habitually truant students who do not participate in the NECAP due to absences during the testing window will be considered non-participants in the NECAP. Any issues or questions related to habitually truant students should be addressed through the accountability appeals process. Please note: For accountability purposes, habitually truant students are those students for whom the "Official Parent Notification" criterion cited in section 1.1 has been met and coded on the ICSE truancy tab.

**Accountability Implications::** Addressed through the accountability appeals process

**2.13 Suspended Students**

Suspended students are expected to participate in the NECAP through a combination of regularly scheduled administration and makeup sessions.

**Accountability Implications:** The student's scores count for accountability **participation** and **performance** provided the student met FAY requirements for performance.

**2.14 Students Detained at the Youth Development Centers**

Students detained by law enforcement during the NECAP testing window are enrolled at the public school they normally attend. They will be considered for Special Considerations (See section 2.16, below).

**Accountability Implications:** No impact if Special Considerations are granted.

**2.15 Students Committed to the Youth Development Centers**

Students who have been adjudicated and are committed to a Youth Development Center take part in the NECAP through the educational program provided at that site.

**Accountability Implications:** Students are not included in accountability data.

**2.16 Student Conditions Requiring Special Considerations**

Generally, if a student can receive instruction; the student can participate in a state assessment. However, in rare instances, students are unable to participate in either instruction or assessment. In these cases, a request for Maine DOE approval of non-participation in a state assessment must be made. The Maine DOE-approved reasons for allowing non-participation in a state assessment are called Special Considerations and fall within five broad areas:

- **Medical Emergency/Serious Illness:** Students experiencing a documented significant and fully incapacitating medical emergency or serious illness, such as: a terminal illness, a serious car accident, hospitalization, or placement in hospice care.

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- **Severe Emotional Distress:** Students experiencing a documented significant and fully incapacitating emotional trauma that extends across the entire test window and prevents the student from participating in instruction offered either at school or at home.
- **Death in the Immediate Family:** Students experiencing the loss of a close family member.
- **Agency Involvement:** Involvement by an outside agency such as Department of Health and Human Services or detention by law enforcement pending adjudication.
- **Exigent Circumstance:** A situation that doesn't meet any of the above criteria must be discussed with Susan Fossett, Assessment Coordinator, Maine DOE at 207-624-6775 prior to the submission of the request. Absence due to behavior issues, suspensions, truancy do not meet this definition and are not eligible for appeal.

Special Consideration requests must be submitted by the last day of the testing window of the applicable state assessment. These requests must be based on a decision made by an educational team that includes as appropriate; the student's teachers, special education teacher, English as a Second Language endorsed educator, school counselor, principal, parent or legal guardian, and, if possible, the student. This educational team collects and reviews information, and documents the decision. The principal completes the Request for Special Consideration (Form 1) and obtains the parent's consent (Form 2).

Requests are reviewed by the Special Considerations Review Panel at Maine DOE, who may request additional information when needed. Forms 1 and 2 are located at the end of this document and on the test administration page for each assessment program located at:

<http://www.maine.gov/doe/teaching/assessment.html>.

**Accountability Implications:** No impact. Data regarding students approved by MDOE for Special Considerations will be removed from enrollment data for purposes of NECAP and accountability reporting.

### **2.17 Students in Ungraded, Multi-age Programs**

Students in ungraded, multi-age programs will participate at the ICSE grade levels assigned to the students by the school.

**Accountability Implications:** The student's scores count for accountability **participation** and **performance** in the year they are tested for that grade level provided the student met FAY requirements for performance.

### **2.18 Parent/Student Refusals**

Federal and Maine laws require that all publicly funded students attending publicly funded schools be tested.

**Accountability Implications:** If a student does not take the NECAP, the student will be counted as **not participating**. It is the school's responsibility to document efforts to inform parents in these cases.

### **2.19 Home-Schooled Students**

Home-schooled students, including those enrolled in ICSE and taking some coursework in the public school, may take the test on an optional basis at the local school, if the local school agrees. These students are not considered to be part of the school's official enrollment for purposes of NECAP testing and Adequate Yearly Progress. Individual Student Reports containing scores of home-schooled students are returned to the local school for distribution to parents, although the scores are not included in the scores for the school.

**Accountability Implications:** No impact. Home schooled student scores are not included in accountability data.

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### **3.0 ADMINISTRATION ISSUES**

The NECAP must be administered in accordance with the rules contained in the NECAP Principal/Test Coordinator and Test Administrator Manuals.

#### **3.1 Student Registration (General Assessment)**

Schools are **generally not** required to register students or provide information about the number of test materials needed. The testing contractor supplies materials based on ICSE enrollment data. The **only exception** is that schools must order Braille and large print versions of the test for visually impaired students. The ordering information for Braille and large print tests has been supplied directly to schools by the testing contractor.

#### **3.2 Student Registration for PAAPs**

Student registration will occur through the online Task Bank. When students have partial enrollments in ICSE, both resident and attending schools will need to collaborate to make sure the student is being assessed.

#### **3.3 Students with Behavioral Issues**

Students who must be removed from testing for inappropriate behavior may be allowed to resume testing at the discretion of the principal after appropriate intervention.

**Note:** In the case of cheating, testing should be stopped and the Maine Department of Education should be contacted for further instructions. See the cover page of this document for contact information.

#### **3.4 Students Experiencing Emergency Situations**

If a student experiences an emergency situation during testing that prevents participation in the NECAP, the principal should request a Special Consideration (See section 2.16, above).

#### **3.5 Blank/Non-Scorable Student Responses**

If there is a blank student response booklet or there are no scorable items (e.g., contains expletives, unrelated drawings, but not answers), the student will not receive a score.

#### **3.6 Incomplete Student Responses**

If testing is incomplete, the student gets a score based on the items s/he has answered/submitted.

#### **3.7 Out-of-Level Assessments**

Students at one grade level may not be assessed with material developed for a different grade level. The grade level of record is the grade level in ICSE. If a student takes the NECAP at another grade level, that student will be considered a non-participant, and no scores will be computed.

#### **3.8 Extensions to NECAP Testing Window**

Requests for an extension to the NECAP testing window due to unforeseen circumstances will be resolved on an individual basis by the Maine Department of Education. See the cover page of this document for contact information.

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**GLOSSARY**

**Accountability** – Previously referred to as Adequate Yearly Progress or AYP is a federal measure of school performance required by the *No Child Left Behind* Act. A school meets the accountability targets if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for mathematics and reading in the grade(s) to which the test is administered, and meet attendance goals (K-8).

**Attending School** – The school in which a student attends daily.

**English Learner (EL)** – This designation refers to a **subset of students** whose English proficiency in **any** of the language modalities (reading, writing, listening or speaking) is significantly below that of their peers. A student is classified as an “English Language Learner” based on the student’s English language proficiency as measured by WIDA ACCESS for ELLs®.

**Full Academic Year (FAY)** - A student is counted for accountability performance in a school if the student has been present for a full academic year. For NECAP, a full academic year is defined as being continuously enrolled in a school from October 1 through the end of the academic “teaching” year.

**Individual Educational Program** – A program designed by a team of individuals, including parents, responsible for determining a student’s eligibility for special education and related services, including the student’s avenue of participation in the NECAP. (Maine Unified Special Education Regulations, Chapter 101, July 19, 2013).

**Infinite Campus State Edition (ICSE)** - The statewide student management system.

**Limited English Proficient (LEP)** – An LEP designation refers to students who are English learners (ELs) and is a category in ICSE and assessment and accountability reports. Any student whose English Language Proficiency in ICSE is 03 (Limited English Proficiency) or 04 (Transitioned Back to LEP) would be considered LEP.

**New England Common Assessment Program (NECAP)** – The testing program in reading, mathematics and writing at grades 3 – 8 that Maine uses as a measure of student achievement for No Child Left Behind accountability purposes.

**Partial Enrollment** – A student who is tuitioned to an out of SAU educational setting has a primary enrollment in ICSE at his/her resident school and a partial enrollment at the out of SAU educational setting.

**Participation (for accountability purposes)** - A student is determined to have participated in a content area test of the NECAP if that student has submitted scorable work for that content test. The participation rate in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled in the test population for the whole group and by subgroup. For a school or SAU to make accountability, at least 95% of students in each reportable group must participate.

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**Performance (for accountability purposes)** - The student's score is determined by that student's performance on the NECAP. For purposes of accountability, a school is rated on the percentage of students who are proficient (scoring in the "proficient" or "proficient with distinction" range on the NECAP). For each group, the number of proficient students compared to the number of students participating is used to compute the percentage of proficient students. The percentage of proficient students is compared to the established target for that group to determine if the group has made accountability for performance.

**Personalized Alternate Assessment Portfolio (PAAP)** – Federal and State laws require that all students be included in the New England Common Assessment Program. To that end, three avenues of participation are provided (Standard Administration, Administration with Accommodations, or Alternate Assessment). Maine's Alternate Assessment is the PAAP. The PAAP is designed for students needing a modified NECAP measure of performance in a content area because their exceptionality is so significant that it does not allow access to the standard assessment even with a combination of accommodations.

**Recently Arrived EL Student** - A recently arrived EL is an EL who was enrolled in a school in the United States for the first time on or after October 1, 2012 as indicated in the appropriate field in ICSE "Date Entered US School".

**Resident School or Resident SAU:** The school or school administrative unit where the student's parent/guardian resides.

**SAU (for accountability purposes)** – A school administrative unit "SAU" may be a school administrative district, municipal district, a community school district, or a regional school unit for the purposes of this document.

## **TESTING WINDOWS**

**NECAP** – The testing window for the administration of the NECAP, which should include all make-up testing, begins on October 1, 2013 and ends on October 23 2013. Material pickup will occur on October 24, 2013.

**PAAP** - The administration window for the PAAP is from December 1, 2013 through April 30, 2014.

**WIDA ACCESS for ELLs®** - The testing window for the WIDA ACCESS for ELLs® is December 2, 2013 to January 31, 2014

**MAINE OPERATIONAL PROCEDURES  
OCTOBER 2013 NECAP ADMINISTRATION**

**MAINE DEPARTMENT OF EDUCATION –  
FORM 1: REQUEST FOR SPECIAL CONSIDERATION**

<b>Office Use Only</b>
DR _____
P _____ DN _____

**STUDENT INFORMATION FORM**

**Request Date:** \_\_\_\_\_

<b>Student Name</b>				<b>State Student ID #</b>		
<b>Grade</b>		<b>School</b>			<b>SAU</b>	
<b>Principal Name</b>				<b>Phone/ext.</b>		
<b>Principal Email</b>						

<b>Reason for Request for Special Consideration (circle one)</b>				
Medical Emergency/ Serious Illness	Severe Emotional Distress	Death in the Immediate Family	Agency Involvement	Exigent Circumstances*

<b>Student is unable to participate in the following: (circle one)</b>	
<b>Grades 3-8 Assessments or PAAP in 2012-13</b>	<b>High School Assessments</b>
All NECAP Subjects <b>OR</b> Reading Mathematics Writing(Gr 5/8 only)	MHSA: Science <b>(3<sup>rd</sup> year HS PAAP)</b>
MEA: Science	May/June SAT (Submit after the June SAT)

\*Exigent circumstances must be discussed with DOE personnel before submission of the request.

The criteria below include the minimum conditions that must be met by the principal prior to submission of this request for non-participation in statewide assessment for a student.

<b>Assurances by principal:</b>	<b>Yes</b>	<b>No</b>	<b>If no, then add comment(s):</b>
1. Did a <b>team convene</b> to discuss this request?			
2. Does the <b>student agree</b> with this request?			
3. Has a <b>parent/guardian signed</b> the consent form and agreed to share relevant information with the MDOE Special Considerations Review Team as needed? (Form 2)			
4. I certify that this student <b>cannot participate in INSTRUCTION</b> , even with accommodations, during the test window.			
5. I certify that this student <b>cannot participate in ASSESSMENT</b> , even with accommodations, during the test window.			

I certify that the information contained within this notification is complete and accurate.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Date

**This form must be faxed to the MDOE (207-624-6771) no later than the last day of testing**

MAINE OPERATIONAL PROCEDURES  
OCTOBER 2013 NECAP ADMINISTRATION

FORM 2: PARENT CONSENT SIGNATURE FORM

**(Do not submit to Maine DOE; retain in school file with student record)**

I have consulted with the school district and agree with this request to exempt my child from statewide assessment. I understand that this means I will have no statewide assessment data for my child for the year of instruction being assessed.

Student's name:

*By signing this request,*

*I **do** ☐ / **do not** ☐ (check one) give the district **permission to seek an exemption** for my child from statewide assessment for medical or other extraordinary reasons.*

*I **do** ☐ / **do not** ☐ (check one) give **permission for the district to discuss the request** if necessary with a member of the Special Considerations Review Panel.*

\_\_\_\_\_  
*Parent Name (Please Print)*

\_\_\_\_\_  
*Parent Signature*

\_\_\_\_/\_\_\_\_/\_\_\_\_  
*Date*